AN ANALYSIS OF CAREER EDUCATION ACTIVITIES AS VIEWED BY EDUCATORS IN TULSA COUNTY

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INTRODUCTION

In the course of dealing with the education of American youth, the aims of the educational establishment have undergone continuous change, and have seemingly, achieved inconsistent success in keeping pace with the societal changes and requirements. Traditional education has failed to consider the diversity of capacities and needs that exists in different human beings. It is virtually assumed that, for purposes of education at least, all human beings are as much alike as peas in a pod, and it therefore provided a uniform program for the country's youth (Archambault, 1966).

From the inception of the nation's first schools with their religious foundations, changes have occurred only after the need for change had become critical. But, even then, the changes were seldom and slight in nature until recent years when diversification of structure has been mandated by government to meet demands of society. An emphasis toward educating youth for a particular field of endeavor has developed during the past fifty years. The general curriculum has been amended and divided to allow for vocational courses of instruction as well as college-bound training. Gradually, a totally separate course of study has been developed for those who will proceed no further than high school, with entry into semi-skilled occupations as the goal. In general, each state has gone its own direction with

diversification of curriculum. The result has been inconsistant definition of goals, emphasis, and results.

When the Smith-Hughes Act was passed in 1917, many schools added vocational courses for the first time. However, vocational education did not receive consistent definition. The generally accepted definition of vocational education was "any form of education intended to fit an individual for profitable employment" (Bolino, 1973, p. 4). Among the types of vocational education, we can list commercial education, vocational agriculture, industrial arts, homemaking education, and household arts. Vocational education was generally criticized as too specific and insufficient for a changing industrial society. These various forms of vocational education programs remain with us today in one form or another. Many new programs which have been added in some states, including Oklahoma, have gone well beyond the comprehensive high school concept with the establishment of area vocational-technical high schools.

In 1971 the United States Commission on Education, created the term "career education" to cover all formal education (Marland, 1974, p. 8). Lewis (cited in Powers, 1977, p. 26) states that vocational education should be defined as education that prepares an individual for a salable skill, while career education should deal exclusively with work values. This definition directly conflicts with that of Hoyt (1974) and other experts in the field who state that career education is all encompassing and includes vocational education.

Public Law 93-380, Educational Amendments of 1974, Section 4-6 (1974) specifically refers to "career education". Paragraph 2d7 states "career education" means an educational process designed to eliminate

any distinction between education for vocational purposes and general or academic education.

The need for "career education" has been stipulated by two recent American Presidents. President Lyndon B. Johnson stated in 1968:

> . . . we still face enormous problems in education-stubborn lingering, unyielding problems. Our schools are turning out too many young men and women whose years in the classroom have not equipped them for useful work (Marland, 1974, p. 11).

In 1970, President Richard M. Nixon mandated:

> By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decades of the seventies (May, 1973, p. 67).

The career education pilot program for the State of Oklahoma was started in the Sand Springs Public Schools in March, 1972, in cooperation with the State Department of Vocational and Technical Education, Stillwater, Oklahoma. The Sand Springs program was given the responsibility of disseminating program information state wide to all Oklahoma schools (Sand Springs Times, 1974). From this beginning, the concept of career education has gradually taken hold throughout the state. Oklahoma has largely encouraged the establishment of career education programs at the district level. The State Department of Education published its plan for career education in 1977 (Oklahoma State Plan for Career Education K-12, 1977, pp 6-7). Included in this plan are the following goals for career education:

1. To improve career planning and decision-making,
2. To improve career education,
3. To improve job acquisition and retention,
4. To improve attitudes and appreciation for career success,

5. To improve understanding of how human relationships relate to careers,

6. To improve self-investigation and evaluation for career success,

7. To address personal, work, and societal responsibilities,

8. To lead students to better understanding of economic factors influencing career opportunity,

9. To improve understanding of relationships and competence in the basic subjects,

10. To improve career preparation.

In addition to the ten goals, planning, implementing, and evaluating career education programs on the classroom, building, district, county, regional, or any other level requires attention to:

1. School commitment to the program,
2. Establishment of subject goals and career objectives,
3. Program management,
4. Program budget,
5. Staff development,
6. Parent support,
7. Community support,
8. Instructional services,
9. Instructional resources,
10. Self-assessment.

State encouragement for district establishment of career education has resulted in each district going its own way with the program. Many different approaches have been undertaken to accomplish the same goals.

The one exception to this observation appears to be the school districts within Tulsa County. Though each district remains totally

responsible for its own career education program, each has been offered coordination, assistance, and leadership from the Tulsa County Career Education Program, and its director, Herman Grizzle.

Statement of the Problem

A 1979 study by Tulsa University indicates that the Tulsa County Career Education Program is the only county-wide program in the state. The goals established by the Tulsa County program for its family of districts are excellent, but they do not exactly coincide with those established by the state plan for career education. The Tulsa University study concerned itself with measuring the amount of awareness that exists about the program by the various school staffs rather than measuring program success. Little has been done to compare the Tulsa County Career Education Program success factor against the goals established by the state plan for career education.

The problem with which this study will be concerned is the almost total lack of specific data to determine the effectiveness of the Tulsa County Career Education effort to measure the accomplishments against the goals established by the State Plan for Career Education.

Purpose of the Study

The purpose of the study is to provide an analysis of career education activities within Tulsa County. The study will also provide a model for other districts and counties in the State of Oklahoma. The following objectives are cited for the study:

1. To evaluate the overall effectiveness of career education activities within the school districts of Tulsa County, as compared

to the goals established by the State Plan for Career Education.

2. To identify each school district within Tulsa County and the career education activities which exist within each.

3. To identify some of the major problems which have inhibited career education program efforts within the Tulsa County districts, and the implications they project toward the establishment of similar coordinated programs in other Oklahoma counties.

Research Questions

This research attempts to answer the following questions:

1. Are the school districts within Tulsa County accomplishing the goals of career education established by the state plan?

2. Is there a perceived change in student behavior as a result of career education?

3. What is the relationship between any perceived change in student behavior and district commitment to:

A. A career education program,

B. A career education budget,

C. A staff for career education,

D. Parent support for the program,

E. Community support for the program,

F. Instructional services for career education,

G. Instructional resources for career education.

Assumptions

The basic assumption of this study is that the people who work with career education in the 13 districts in Tulsa County are

the most capable of assessing questions on the subject.

For the purpose of this study, the additional following assumptions will be accepted by the investigator:

1. Each respondent will respond to questions as accurately as he or she can.

2. The respondents are cognizant of career education in their district and able to perceive its adequacy.

Limitations

The following limitations also affect the outcome of the research, they include:

1. The study is limited to the 13 independent school districts within Tulsa County.

2. The respondents surveyed are administrators, counselors, and teachers who work with career education.

3. The study represents a specific time, school year, 1980-1981.

Definition of Terms

For the purpose of this study, the following terminology will be used:

C.E.: Career Education.

Career: The totality of work one does in his or her life.

Career Education: The totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living.

Education: The totality of experiences through which one learns.

Work: Conscious effort, other than involved in activities whose purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Attitudes: A manner of acting, feeling, or thinking that shows one's disposition, mental set, or opinion.

Human Relationships: How one gets along with other people.

CHAPTER II

REVIEW OF LITERATURE

The philosophy of career education has been in existence in one form or another throughout educational history. It was formally prescribed for American education in 1971. Yet, it does not exist in vast numbers of schools, and occurs in various and sundry forms in thousands of others throughout the United States. Outstanding career education programs exist in several states including Wisconsin, Illinois, Ohio, Arizona and Texas. These, however, are the exceptions rather than the rule. It has yet to become a common practice in the majority of American school systems. One distinct exception appears to be the thirteen school districts within Tulsa County, where career education is commonly defined, organized, and practiced.

This study examines the status of the Tulsa County career education program to determine if it is accomplishing the goals for career education established by the State Department of Education in the State of Oklahoma. To evaluate the program, it was essential that this study lend itself to the following areas for review purposes: (1) defining the philosophy of career education, (2) justification of the philosophy, and (3) a historical review of career education in Oklahoma.

There is an extensive literature dealing with career education, but the only reference to the Tulsa County Career Education Program

was a 1979 study by the University of Tulsa which did not furnish data for this study.

Definition

Defining career education is not an easy task for there are nearly as many definitions as definers of it. A few samples will illustrate the range of consensus and divergence, and provide a basis for the definition that Hoyt (1974) has devised which is generally accepted throughout American institutions. Marland describes it as:

> . . . a concept that says three things. First career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high school and beyond, if he so selects. Third, that every student leaving high school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school (p. 20).

Goldhammer (1972, p. 31) calls it "an approach to education which stresses the individual value of all education in helping an individual become a participating, contributing, and fulfilled citizen". Stanger (cited in Hoyt, 1974, p. 50) defines it as "all the extensive and comprehensive educational efforts that are directed to motivate, train, counsel, and improve an individual in his life's work experience".

Hoyt's (1974) definition is not sharply different, but it emphasizes other essential points:

> Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (p. 63).

This definition is the accepted terminology used by the Tulsa County Education Program.

Justification of Career Education

Career education is not a new philosophy. The 1917 Smith-Hughes Act laid the foundation for a vocational education program with emphasis toward educating for specific vocations. Thus, education for a vocation and education for a career became synonymous. Common thinking separated career-vocational education from academic education, a trend that continues today in some prominent definitions.

Burkett (1972) removes the program from colleges and universities by stating:

> Vocational education means organizing educational programs, services, and activities which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree (p 26).

> Many people look upon career education as a reform for vocational education, playing down the historic role of vocational education in preparing students for employment and in emphasizing occupational awareness and exploration. Vocational education as a key component of career education will be the pay-off for the major portion of youth coming through our educational system; it must be protected and strengthened. We must provide the leadership to see to it that career education is not so narrowly conceived as to preclude the key role for vocational education (p 114).

Crawford (1971) feels that the 1968 Act strengthened vocational education by emphasizing flexibility in meeting the needs of both the students and society.

Barlow (1972) supported this view when he said:

> The nation's current emphasis on career education is not in any way antithetical to vocational education--in fact all of the principles of career education can be observed in the foundation principles of vocational education. New

> programs in vocational and career education are being developed for persons who have not previously benefited from traditional programs of vocational education (p. 18c).

Several approaches to career education are studied by Smith (1973). He found that there is a common denominator among the programs; a coordinated effort at local school district level to develop and implement a more relevant curriculum. Simultaneously, a career development task force in Maryland found that the career development program functions easily if it is integrated into each discipline where it best fits.

Smith further states that:

> Both guidance and programming resulting from current career education concepts are based on the hypothesis that all individuals should be involved in experiences that will help them to pursue their own interests, evaluate their own abilities, and come to decisions about their lives. Revisions of current curricular offerings must be made based in reality, self-oriented, and personal (p. 61).

Broudy (1966) sees the same problem in a somewhat different light:

> If basic education is to be taught thoroughly, the secondary school cannot do anything else, not even vocational training. The traditional allegiance of the traditional high school to academic subjects is no longer an adequate preparation for the world of work for most of our young people, and will have to be re-examined in light of what the world of work may look like in the next quarter of a century (p. 24).

Rapid technology changes which make occupations obsolete almost as soon as they have been learned is one of the justifications for career education. Venn (1969) supports this view:

> Historically, man has based his educational system and preparation for a role in society on the concept of stability. Changes took place over a period of generations. But this generation of young people find themselves engulfed in change. We are in effect the first generation who must help educate young people to this new dimension of time and change (p. 34).

Perhaps the major dilemma in education today is how to accomplish the goals of education and keep pace with a rapidly changing society. Career education goals are designed to satisfy that important dilemma.

Tuckmann (1973) exclaims that:

> Employers demand individuals with proper attitudes and motivation and they will give them a rest. Yet schools, for a variety of reasons, have chosen to concentrate on the 'rest' and have left attitudes almost entirely out of the career development process. Schools have concentrated upon the cognitive approach. The classroom teacher is to the student, much the same as the employer is to the worker. Therefore, teachers can make good use of a set of procedures that enable them to employ this reality and their relationship to students as a basis for career development in the affective domain (p. 47).

Parnell (1973) sums it up by saying:

> Under the present system the public holds schools accountable for results they haven't the remotest possibility of producing. Educators can begin to update school requirements and to define areas for which schools should be held responsible. First, all of the basic education must be infused with practical examples from the world of work and life roles. In the career education curriculum, knowledge must be functionally related to the range of careers or roles in which the individual will participate. In other words, it is education for survival in our contemporary society (p. 41).

Every individual must feel that he, at least, has a chance for success. Motivation and training must be designed for attitudes that will result in workers who have the abiltiy to adapt to change.

Hudson (1973) feels that:

> Without understanding himself, and the relationship of work to one's well-being, success cannot be accomplished. Without proper early experiences, a person could blunder into a choice of careers that will result in a life of drudgery and frustration (p. 40).

Venn (1969) emphasises that:

> Educational programs must be individual and administered in such a way as to relate to the special field of interest in which the particular student expects to prepare himself and make a career (p. 39).

Sills (1978) supports the same theory:

> . . . schools must teach children how to think, criticize, examine, weigh, assess, and solve problems. Only then can they clarify changing values and maintain a wholesome, stable, self-concept. In educational circles, this emerging view came to be called 'career education'. Hence its concern for the world of work, self-concepts, leisure, and a curriculum that stresses subject matter as a vehicle for critical thinking (p. 244).

The current philosophy of career education is still in its youth and studies of its accomplishments are limited and inconclusive. However, Keller (1977) concluded in an extensive study of a New Jersey school that:

> . . . considerable success had been achieved with a foundation career education program. Among the marginal students, school attendance and punctuality went up dramatically, while the amount of cutting classes and the drop-out rate went down. Most chronic discipline problems improved their behavior and grade point averages rose throughout the student body (pp. 71-72).

Mangum (1973) states that:

> Career education identifies a lengthy set of prerequisites for successful careers and attempts to contribute to their attainment: good mental and physical health; human relations skills; a commitment to honest work as the source of income; and a willingness to accept the discipline of the workplace and to be motivated toward achievement in the work setting. It also requires all of the basic skills of communication and computation and a basic familiarity with the concepts of science and technology, plus a saleable skill in demand in the job market (p. 131).

Throughout educational history in the United States, the public school has been the place where the three Rs were emphasized. Training for work was relegated to vocational education, special schools, and the institutions for higher learning. Today we see a gradual change in this philosophy taking place. America has begun to realize the value of work.

Rowe (1975) supported this concept when he stated:

> Not everyone can be a brain surgeon for we also need sanitation engineers. It is difficult to equate the value to society of these two types of work, but somehow in the educational process, the concept must be promoted that they are equally worthy of respect. All work has dignity if it is useful to society. The concept that work satisfies one of man's basic needs is easier to promote than the idea that all work has dignity. But the two are related. Every worker must believe that what he is doing is important (p.60).

Brody (1966) agrees with this concept:

> It is essential that we understand the mechanisms by which an unpleasant but socially important task is made tolerable and honorable. These tasks are in high demand but they are low on the social scale. Thus, educators must take action to raise the social status of housework, practical nursing, gardening, and the like. They must explore the possibilities of rationalizing, standardizing, depersonalizing, and insofar as possible, intellectualizing the occupational (p.27).

Marland (1974) while serving on the Commission on Tests of the College Entrance Examination Board wrote:

> An institution should be created that will give to occupational study the same level of respect and prestige that the liberal arts studies now have, and will recognize excellence in areas that are not primarily intellectual. It is emphasized that a student is not obligated to follow one "track" or the other, as there are no fixed tracks. Most likely he or she will find fulfillment in a combination of academic and vocational-technical studies, whether the goal is college or a job (p. 6).

The key to Marland's statement lies in the combination of academic and vocational-technical studies, an equal emphasis which is the foundation of career education. This can be taken as reference to the imbalance in public education in favor of academic education. Yet, this imbalance is sustained by the uneven distribution of public money into education. Education is often dependent upon its source of revenue for the programs it offers, but education itself is often

guilty of not putting the money into the intended programs for which the money is provided.

Jennings (1975) elaborated on the subject of money distribution:

> The Ford administration, the National Advisory Council, and the General Accounting Office have all critized states for spending too great a proportion of their federal funds on the maintenance of on-going programs and not enough on the initiation of new ones. . . a gross misreading of the spirit and intent of the legislation. The federal government's approach calls for one-third of the federal funds for vocational education be used for new programs, and that each of the new programs be supported for a period of three years. Further proposals were to stop federal funds for the new programs (p. 29).

The significance of the statements by Marland (1974) and Jennings (1975) indicate that a long look is being taken at the manner in which the states are administering allocation of federal funds.

With the Vocational Act of 1963 as a foundation, the Commissioner's office was given a budget with which to operate. A portion of those funds were called exemplary funds to be used for research under Part C of the act. Marland (1974) decided to use those funds to push for career education in each state. He emphasized the use of the money when he said:

> . . . if career education were to amount to anything it would have to be a conscious and deliberate decision by each state, operating under the leadership of the chief state school officers . . . a certain component of the OE budget that under the Vocational Education Act was discretionary as to its allocation be turned over to the chiefs if they would use the money, together with the direct federal allocations under the same authority, for the development of career education models within each state (p. 11).

In 1971, the Office of Education had an allocation of $18 million with half of that amount earmarked for distribution to the states. Marland (1974) proposed to commit the entire $18 million to the states or $180,000 to each state if they agreed to use the money to set up

career education models, under general guidelines estimated by the Office of Education. They agreed to the proposition, and career education became a reality.

Career Education in Oklahoma

Frazier (1980), along with Stevenson, of the Oklahoma State Department of Vocational and Technical Education began a search for a school district where large numbers of vocational programs existed, and which would be interested in setting up a model program in career education, funded with federal money. The result of the search was a proposal written by Frazier and the administrative staff of the Sand Springs Public Schools.

The pilot program in career education was started in March, 1972, in cooperation with the State Department of Vocational and Technical Education. Grizzle (1980) was selected to head the Sand Springs program and was directed to disseminate the program information state wide to all Oklahoma Schools (Sand Springs Times, 1974).

The major purpose of the Sand Springs programs was to initiate a model comprehensive program in career education at all grade levels throughout the school system. After two years in existance the program was evaluated by a third party team. Wiggins et al. (1974) determined that the Sand Springs project was highly successful. Hoyt (1975) stated, in an address before the Career Guidance Institute, that he had looked over the career program in Sand Springs and found it one of the best in the nation.

Soon after the highly successful program in Sand Springs was undertaken, Public Law 93-380 was written. The Educational Amendments

of 1974, Section 406, specifically referred to career education as being distinct from vocational education or academic education, for it encompasses both concepts. This distinction caused the State Department of Education to enter the picture for the first time. The responsibility of career education could no longer fall under the auspices of vocational education.

The Guidance Section of the State Department was directed to appoint a coordinator for career education. Kirby (1981) assumed the position with instructions to coordinate and publish a state plan for career education. The coordinator's position was funded for a two-year period only, with all funds earmarked for planning only. No funds were made available for implementation at that time.

An advisory council of 29 people was set up to help with the plan which was published in 1977. Upon publication, Kirby was reassigned within the Department of Education, and Greene added the responsibilty for career education to his others within the guidance section. The state plan for career education for which Kirby was primarily responsible, is considered to be an excellent document throughout the state. Another document which came from the career education office headed by Kirby is the Resource Directory for Career Education, which is extensively used by schools in Oklahoma and has been partially or wholly adopted for use by several other states.

The following year after the state plan had been published, federal funds became available for the first time for district implementation of career education. Each year, individual districts may write a proposal on career education for submission to the state coordinator for career education. Upon approval of the proposal, the

district receives a portion of the available funds. The current authorization for federal funds channeled into career education is under Title 3, Part C, Section 331-332 of Public Law 94-482 (Frazier, 1980).

The program of Grizzle (1980) in Sand Springs officially ended when federal funds for the program became unavailable in 1975. At that time, Lemley of the Tulsa Area Vocational-Technical District invited Grizzle to move into the Vocational Technical Building. Summers, County Superintendent of Schools appointed Grizzle as Director of Career Eduation for Tulsa County and the Tulsa project was underway. The Tulsa County Program is totally funded by the Tulsa County Area Vocational-Technical District Number 18 with the 13 independent school districts as members (Grizzle, 1980).

Grizzle and one full-time secretary are the only staff members of the Tulsa County Career Education Program. Each district has one administrator appointed as Director of Career Education, while each school has appointed one career education coordinator. Both the director and the coordinators have direct contact privilege with the County Program office. The school coordinators also have the responsibility of communicating career education information to all individual teachers, counselors, and other school personnel within their building. This well organized system of communication puts the county program office in direct or indirect contact with over 4,000 Tulsa County teachers, and over 90,000 students.

Summary

The literature cited in this review are indicative of the potential of the goals of the educational institutions and career education in Tulsa County. The definition of career education proposed by Hoyt (1975) encompasses the theories of the concept as proposed by Marland, Stanger and Goldhammer, and is accepted for use by the State Department of Education. Burkett (1972), Hoyt (1974), Crawford (1971), and Barlow (1972) agree in principle, that vocational education is a component part of career education. Curricular changes are seen as vitally necessary by Smith (1973), Broudy (1966), and Venn (1969). Affective value clarification training, an integral part of career education, is seen by Tuckman (1973), Parnell (1973), Hudson (1973), and Venn (1969), as an answer to the dilemma of educating young people in an era of rapid changes. Keller (1977) attests to the accomplishments of a successful program demonstrating attitude changes. Sills (1978), and Mangum (1973) stress the need for self-concept, and good mental and physical health. Broudy, Rowe (1975), and Marland (1974) support the theory of giving all work equal status. Marland (1974) and Jennings (1975) point out the inequities of money distribution into public education and the societal emphasis upon academic education. Finally, the sequence of events establishing career education into Oklahoma schools are enumerated by Frazier (1980), Kirby (1980), and Grizzle (1980).

CHAPTER III

METHODOLOGY

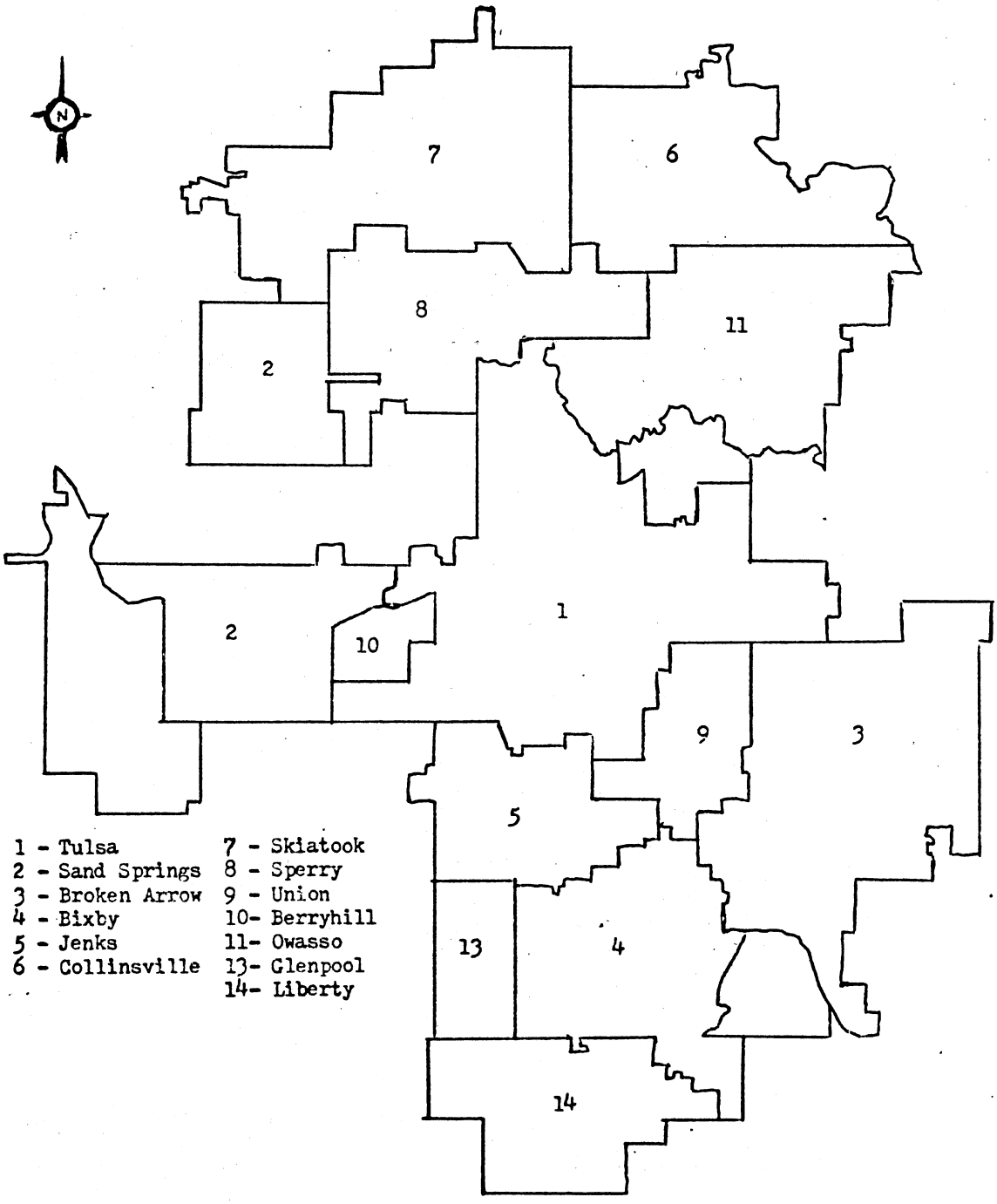
Introduction

This study was conducted among public school educators from the 13 independent school districts in Tulsa County (Figure 1). Selected respondents were those most knowledgeable of the career education activities in their respective districts as determined by the Tulsa County Career Education Project Office and the individual school district administration. This chapter describes the methodology used to accomplish this study, which involves five distinct steps: (1) population, (2) sample, (3) instrumentation, (4) data collection, and (5) data analysis

Population

The population used as sources of information in this study were all teachers and administrators within the 13 independent public school districts of Tulsa County.

There are approximately 5,402 classroom teachers and administrators in the 13 districts of Tulsa County. Table I gives the Tulsa County classification summary information concerning individual districts, numbers of schools in each classification, numbers of students enrolled, and numbers of teachers and administrators employed.



Source: Tulsa County Superintendent's Office.

Figure 1: Map of Tulsa County School Districts

Table I information was obtained from each individual district administrative staff office, and from the office of the Tulsa County Superintendent of Schools.

TABLE I

TOTAL NUMBER OF SCHOOLS IN TULSA COUNTY
BY TYPE, STUDENT POPULATION, AND STAFF

District	High Schools 10-12	Jr. High 7-9	Elem K-6	Total Students	Staffing Admin-Teachers
#1 Tulsa	9	18	67	49,566	2,972
#2 Sand Springs	1	2	6	5,597	337
#3 Broken Arrow	2	3	9	10,524	642
#4 Bixby	1	1	2	2,464	150
#5 Jenks	1	1	2	6,022	329
#6 Collinsville	1	1	2	1,805	100
#7 Skiatook	1	1	2	1,472	103
#8 Sperry	1	1	1	899	65
#9 Union	1	1	6	5,982	355
#10 Berryhill	1	1	1	782	52
#11 Owasso*	1	1	3	3,699	208
#13 Glenpool	1	1	1	694	45
#14 Liberty	1	1	1	613	44
Total	22	33	103	90,119	5,402

*No District Number 12

Selection of the Sample

Teachers and administrators used in this study were chosen from a list provided by the Tulsa County Career Education Project Office. Additions and changes to the list made necessary by changes in assignment or personnel replacement, were accomplished by individual district superintendents. This procedure was utilized to obtain

respondents knowledgeable in the field of career education within each district.

Instrumentation

The instrument consisted of four parts. Part I was designed to obtain career education activity information as it functioned in each school district. Part I allows the respondents to analyze specific career education activities which occur in their school. Three questions pertaining to understanding of the career education concept, the effectiveness of the program, and the amount of help provided by the Tulsa County Career Education Program, used a five-point Likert-type scale, ranging from minimum to maximum.

Part II was designed to assess changes in student behavior which would indicate career education success. Parts II and III utilized a yes, no, unknown, scale to determine changes in student behavior and district/school commitment to career education. Part III was designed to ascertain the commitment of each school district toward career education. Part IV was designed to discover any major problems in career education programs which were common to several districts, and solicit possible solution to those problems.

The questionnaire was field tested with the administrators and teachers at Union High School. Based on the comments about length and complexity of the instrument, the questionnaire was revised. The final draft of the survey instrument was reviewed for clarity, meaning, feasibility, and readability by counselor staff at Union High School. Two questionnaires are appended to this study. Appendix A was sent to

district level administrators, while Appendix B was sent to school staff personnel.

Collection of the Data

To facilitate data collection, the superintendent or assistant superintendent of each Tulsa County School District was visited in August of 1980 to determine his or her willingness to cooperate in the study, and to gain permission for district personnel to participate. Each administrator was asked to distribute the questionnaire from his office to his district personnel when he received it in October, 1980. All agreed to distribute the survey instrument except Tulsa County District Number One which requested that each respondent receive the questionnaire by United States mail. The distribution and mailing of the instruments and a cover letter (Appendix C), attached to a self-addressed, stamped envelope for returning the completed questionnaire was completed by October 15, 1980. In December, 1980, 82 percent of the instruments were received and returns were considered to be completed.

Analysis of Data

Descriptive statistics were used to analyze all parts of the questionnaire. Percentages, means and mean ranks are used to describe the responses received.

Chi-square analysis was used to determine any statistically significant differences at the $p<.01$ level in the amount of influence each type of career education commitment had on student behavioral change.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the results of the research relating directly and indirectly to the effectiveness of the Tulsa County Career Education Program by measuring the reported accomplishments against the goals established by the State Plan for Career Education (1977) stated in Chapter I.

For the purpose of presenting the results, this chapter has been organized into eight sections: (1) study participants, (2) presentation procedures, (3) career education activities, (4) student behavioral change, (5) career education commitment, (6) summary comparisons of student behavioral changes and career education commitment, (7) career education effectiveness, and (8) career education problems.

Study Participants

There were 78 completed questionnaires returned by December 1, 1980. This was 82 percent return of the questionnaires mailed directly and indirectly to the public school educators within Tulsa County School districts. The educators used for this survey were assigned to all levels of education, grades K-12. Percentage of returns is shown in Table II. The names of educators selected as respondents for this survey were furnished by Herman Grizzle, Director of the Tulsa County

Career Education Program. Changes in the respondents used were made, when necessary due to assignment changes, by district superintendents or assistant superintendents prior to mailing of the questionnaires. Respondents selected for this survey represented an many different schools within each district as possible. Respondents selected were considered the most knowledgeable people available for the survey, as each work directly with the career education program in their respective schools.

TABLE II

NUMBER AND PERCENTAGE OF RETURNED QUESTIONNAIRES

District Name	District Number		Number Mailed	Number Returned	Percent Returned
Tulsa	1	District	0	0	0
		High sch	10	6	60.0
		Jr. High	14	13	72.2
		Ele Sch	4	0	0
		Total	28	19	78.5
Sand Springs	2	District	1	1	100
		High Sch	1	1	100
		Jr. High	1	1	100
		Ele Sch	4	3	75.0
		Total	7.	6	85.0
Broken Arrow	3	District	1	0	0
		High Sch	2	2	100
		Jr. High	2	2	100
		Ele Sch	2	1	50
		Total	7.	5	71.0
Bixby	4	District	1	1	100
		High Sch	1	1	100
		Jr. High	1	1	100
		Ele Sch	2	1	50
		Total	5	4	80.0
Jenks	5	District	1	1	100
		High Sch	2	2	100
		Jr. High	2	2	100
		Ele Sch	6	6	100
		Total	11	11	100

TABLE II (Continued)

District Name	District Number		Number Mailed	Number Returned	Percent Returned
Collinsville	6	District	1	1	100
		High Sch	1	1	100
		Jr. High	1	1	100
		Ele Sch	1	1	100
		Total	4	4	100
Skiatook	7	District	1	1	100
		High Sch	1	1	100
		Jr. High	1	1	100
		Ele Sch	1	1	100
		Total	4	4	100
Sperry	8	District	1	0	0
		High Sch	1	1	100
		Jr. High	1	0	0
		Ele Sch	1	1	100
		Total	4	2	50
Union	9	District	2	2	100
		High Sch	2	2	100
		Jr. High	1	1	100
		Ele Sch	5	5	100
		Total	10	10	100
Berryhill	10	District	1	1	100
		High Sch	2	1	50
		Jr. High	1	1	100
		Ele Sch	0	0	0
		Total	4	3	75.0
Owasso	11*	District	1	1	100
		High Sch	2	2	100
		Jr. High	1	0	0
		Ele Sch	2	1	50
		Total	6	4	66.6
Glenpool	13	District	0	0	0
		High Sch	1	1	100
		Jr. High	1	0	0
		Ele Sch	1	0	0
		Total	3	1	33.3
Liberty	14	District	1	0	0
		High Sch	1	1	100
		Jr. High	1	1	100
		Ele Sch	0	0	0
		Total	3	2	66.6
Total			96	78	82.0

*No District Number 12

Presentation Procedures

In order to facilitate the orderly presentation of the results, it was necessary to group the questions for analysis into six categories: (1) career education activities, (2) student behavioral changes, (3) career education commitment, (4) summary comparisons of student behavioral changes and career education commitment, (5) career education effectiveness, and (6) major career education problems.

Career Education Activities

All 13 independent school districts within Tulsa County are identified and numbered in Table II and Illustrated in Figure 1. A primary objective of this study was to analyze the career education activities within each of the 13 districts and the county as a whole. The Tulsa County Career Education Program proposes many activities to accomplish the goals of their program. From these suggested activities, 13 are generally considered requisites of all career education programs. The extent of the use of these 13 activities of career education was analyzed in each of the 13 districts and the county-wide program.

The data on a county-wide basis for career education activities are Presented in Table III. Each question is presented with its actual response numbers and percentages.

Eleven of the career education activity questions received greater than 50 percent "yes" responses while only two received less than 50 percent. The responses to question five indicate that less than half of the districts in Tulsa County offer in-service training in career education. The responses to question 14 reveal that only about one-third of the districts supply secretarial help for career education.

TABLE III

COUNTY-WIDE RESPONSE SUMMARY TO
CAREER EDUCATION ACTIVITIES

Areas of Career Education Activities	N-YES	N-NO	N-Unknown	% YES	% NO	% Unknown
Do you feel that CE is an integral part of the curriculum in most subject areas in your school?	50	28	0	64	36	0
Is there a CE coordinator assigned to your school?	69	9	0	88	12	0
Does your school have a career day or week?	65	0	13	83	0	17
Does your school have a career center?	51	27	0	65	35	0
Does your school offer in-service training in career education?	36	42	0	46	54	0
Are school personnel encouraged to attend workshops or courses in CE offered by universities for credit?	65	13	0	83	17	0
Is CE taught in your school as a classroom subject?	44	34	0	56	44	0
Does your school use field trips for CE?	45	32	1	57	42	1
Does your school use guest speakers for CE?	75	3	0	96	4	0
Does your school use media for CE?	76	2	0	97	3	0
Does your school supply secretarial help for CE?	26	49	3	33	62	5
Does your school furnish printed materials for CE?	61	16	1	78	20	2
Does your school allow adequate time for CE?	58	17	3	74	21	5

Ninety-seven percent of the respondents to question 13 states that their schools use media for career education, and 96 percent of the respondents to question 12 stated that their schools utilize guest speakers for career education. Eighty-eight percent of the respondents to question two stated that there is a career education coordinator assigned to their school, and 83 percent of the respondents to questions three and six stated that school personnel are encouraged to attend workshops or courses in career education offered by universities for credit, and that their schools have a career day or week. Seventy-eight percent of the respondents to question 15 stated that their schools furnish printed materials for career education and 74 percent of the respondents agreed that their schools allow adequate time for career education. Sixty-five percent of the respondents to question four stated that their schools have career centers. Sixty-four percent of the respondents to question one stated that career education is an integral part of the most curriculum areas in their schools. Fifty-seven percent of the respondents to question 11 stated that field trips are utilized for the purpose of career education, and 56 percent of the respondents to question seven indicated that career education is taught in their schools as a classroom subject.

Table IV presents the data pertaining to areas of career education activities. The subject of the question is furnished, followed by the percentage of "yes" responses for each district for each question. This is followed by the percentage of "yes" responses within the county and its rank.

The responses to questions concerning career education activities were ranked in Table IV according to their average percentage response

TABLE IV

PERCENTAGE OF YES RESPONSES BY DISTRICT, COUNTY MEAN RESPONSE AND RANK OF COUNTY RESPONSES FOR SELECTED ACTIVITIES IN CAREER EDUCATION IN TULSA COUNTY

Areas of Career Education Activities	#1 Tulsa	#2 Sand Springs	#3 Broken Arrow	#4 Bixby	#5 Jenks	#6 Collinsville	#7 Skiatook	#8 Sperry	#9 Union	#10 Berryhill	#11 Owasso	#13 Gleenpool	#14 Liberty	County	Rank
Subject Areas	60	16	100	100	72	50	100	50	45	66	80	100	50	64	9
Coordinator	85	66	100	100	91	100	75	100	100	100	80	0	100	88	3
Career Day/ Week	50	100	100	100	100	100	100	0	100	100	80	100	100	83	4.5
Career Center	80	16	60	100	45	25	100	50	63	66	80	100	100	65	8
In-Service	25	50	60	75	36	100	100	50	45	33	20	0	100	46	12
Univ. Courses	95	66	100	75	63	100	100	100	72	100	60	100	100	83	4.5
Classroom Subject	65	16	60	100	72	75	0	0	45	100	40	0	100	56	11
Field Trips	50	50	40	100	63	0	75	100	45	100	60	100	100	57	10
Guest Speakers	85	100	100	100	100	100	100	100	100	100	100	100	100	96	2
Media for Career Educ.	90	100	100	100	100	100	100	100	100	100	100	100	100	97	1
Secretarial	30	50	40	50	18	25	75	0	27	0	60	100	0	33	13
Printed Mat.	75	33	100	100	100	25	100	50	81	66	80	100	100	78	6
Adequate Time	65	33	100	100	72	100	100	50	81	66	60	100	100	74	7

within Tulsa County. Ninety-seven percent of the respondents stated that their schools use media for career education, and 96 percent stated that their schools utilize guest speakers for their career education programs, which resulted in a ranking of one and two. Schools supplying secretarial help for career education received 33 percent "yes" responses and received the lowest rank of 13th.

The average percentage response for the individual districts were computed for all 13 questions concerning career education activities as shown in Table V. The district average responses ranged from a high of 92.3 percent "yes" responses for district four to a low of 54.15 percent "yes" responses for district nine. The overall average response for the county-wide program was 71 percent "yes" responses indicating a positive pursuit of career education activities within the county.

Student Behavioral Changes

Changes in student behavior that may be attributed to career education are assessed in questions 17-29 of the questionnaire. These 13 questions relate to the primary goals as provided in the State Plan for Career Education (1977). Goals number one, three, and four, from the State Plan for Career Education, were divided into separate questions on the questionnaire for a total of 13 questions which directly relate to the primary goals. The data on a county-wide basis for student behavioral changes are presented in Table VI. Each question is presented with its actual response numbers and percentages.

Eleven of the 13 questions relating to student behavioral changes received greater than 50 percent "yes" responses indicating use of

TABLE V

INDIVIDUAL DISTRICT MEAN AND MEAN RANK FOR CAREER EDUCATION ACTIVITIES

	Percentage of Yes Responses	Percentage Rank
#1 Tulsa	65.76	10.0
#2 Sand Springs	53.53	12.0
#3 Broken Arrow	81.53	4.0
#4 Bixby	93.30	1.0
#5 Jenks	71.69	7.0
#6 Collinsville	69.23	8.5
#7 Skiatook	86.53	3.0
#8 Sperry	57.69	11.0
#9 Union	54.15	13.0
#10 Berryhill	76.69	6.0
#11 Owasso*	69.23	8.5
#13 Glenpool	79.92	5.0
#14 Liberty	88.46	2.0
County-wide Group Mean	71.00	----

*No District Number 12

TABLE VI

COUNTY-WIDE RESPONSE SUMMARY TO
STUDENT BEHAVIORAL CHANGES

Areas of Behavioral Change	N-YES	N-NO	N-Unknown	% YES	% NO	% Unknown
Student career planning	58	9	11	74	11	14
Student decision-making	58	9	11	74	11	14
Career information usage by students	68	5	5	87	6	6
Student attitudes	55	10	13	70	12	18
Student appreciation for job success	56	11	11	71	14	14
Student job acquisition	34	18	26	43	23	34
Student job retention	30	18	30	38	24	38
Student understanding of how human relationships relate to careers	60	5	13	76	6	18
Student self-investigation and evaluation for career success	46	11	21	59	14	27
Student understanding of personal, work, and societal responsibilities	55	9	14	70	11	19
Student understanding of economic factors influencing career opportunity	58	7	13	74	9	17
Student understanding of the relationship of the basic subjects to careers	60	8	10	76	10	14
Student preparation for careers	53	12	13	68	15	17

career information receiving 87 percent "yes" responses indicating the greatest amount of change in student behavior was noted in this category. The least amount of noted student behavior change was observed in the 38 percent "yes" responses to student job retention. Seventy-six percent of the respondents to questions 24 and 28 stated that changes in student behavior were noted in how human relationships related to careers, and how students understand the relationship of the basic subjects to careers. Changes in student behavior were noted by 74 percent of the respondents to questions 17, 18 and 28 pertaining to student career factors influencing career opportunity. Seventy-one percent of the respondents to question 21 related that changes in behavior were noted in student appreciation for job success. Seventy percent of the respondents to questions 20 and 26 related that changes in behavior were noted in student attitudes and student understanding of personal, work, and societal responsibilities. Sixty-eight percent of the respondents to question 29 stated that changes in behavior were noted in student preparation for careers. Fifty-nine percent of the respondents to question 25 stated that changes in behavior were noted in student self-investigation and evaluation for career success. Forty-three percent of the respondents to question 22 noted changes in behavior in student job acquisition.

Table VII presents the data pertaining to areas of student behavioral changes. The subject of the question is furnished, followed by the percentage of "yes" responses for each district for each question. This is followed by the percentage of "yes" responses within the county and its rank.

TABLE VII

PERCENTAGE OF YES RESPONSES BY DISTRICT, COUNTY MEAN RESPONSE AND RANK OF COUNTY RESPONSES FOR OBSERVED STUDENT BEHAVIORAL CHANGES ATTRIBUTED TO CAREER EDUCATION IN TULSA COUNTY

Areas of Student Behavior Changes	#1 Tulsa	#2 Sand Springs	#3 Broken Arrow	#4 Bixby	#5 Jenks	#6 Collinsville	#7 Skiatook	#8 Sperry	#9 Union	#10 Berryhill	#11 Owasso	#13 Gleenpool	#14 Liberty	County	Rank
Career Planning	75	50	80	75	45	75	100	100	81	66	100	100	100	74	5
Decision Making	60	50	80	75	72	75	100	100	81	66	100	100	100	74	5
Information Use	90	66	100	75	81	50	100	100	91	100	100	100	100	87	1
Student Attitude	60	33	80	75	81	75	75	50	81	66	80	100	100	70	8.5
Job Success	60	66	60	75	54	100	75	50	91	66	100	100	100	71	7
Job Acquisition	35	0	20	75	27	25	75	50	54	100	80	0	100	43	12
Job Retention	35	16	20	50	27	25	50	0	63	33	60	0	100	38	13
Human Relations	65	33	80	75	81	100	100	100	91	100	80	0	100	76	2.5
Self-Investiga.	50	50	60	75	36	25	75	100	81	66	80	0	100	59	11
Responsibilities	55	66	60	50	81	100	75	100	81	66	80	0	100	70	8.5
Economic Factors	70	50	100	75	54	75	100	50	81	66	100	100	100	74	5
Basic Subjects	70	66	80	75	63	100	100	100	81	66	100	0	100	76	2.5
Career Prep.	70	33	80	75	54	50	75	50	81	66	100	0	100	68	10

TABLE VIII

INDIVIDUAL DISTRICT MEAN AND MEAN RANK
FOR STUDENT BEHAVIORAL CHANGES

	Percentage of Yes Responses	Percentage Rank
#1 Tulsa	61.15	10
#2 Sand Springs	44.53	13
#3 Broken Arrow	69.23	8
#4 Bixby	71.15	7
#5 Jenks	58.15	11
#6 Collinsville	67.3	9
#7 Skiatook	84.61	3
#8 Sperry	73.07	5
#9 Union	79.84	4
#10 Berryhill	71.3	6
#11 Owasso*	89.23	2
#13 Glenpool	46.15	12
#14 Liberty	100	1
County	68	--

*No District Number 12

The responses to questions concerning student behavioral changes were ranked in Table VIII according to their average percentage response within Tulsa County. Eight-seven percent of the respondents stated that they noted changes in student behavior in career information usage which resulted in a rank of one while only 38 percent of the respondents to question 23 noted changes in student job retention which received a rank of 13.

The average percentage response for the 13 individual districts were computed for all 13 questions concerning student behavioral changes as shown in Table IX. The district average responses ranged from a high of 89.23 percent "yes" responses for District 11 and a low of 44.53 percent "yes" responses for District two. The overall average response for the county-wide program was 68 percent "yes" responses indicating that more than two-thirds of the respondents have noted changes in student behavior relating to career education.

Career Education Commitment

The State Plan for Career Education (1977) enumerates 13 goals for career education. In addition, the plan states that each district must make a commitment to career education in at least 10 areas. Questions 30-39 address the 10 areas of commitment to career education. The data on a county-wide basis for career education commitment are presented in Table IX.

Nine of the 10 questions concerning career education commitment received greater than 50 percent "yes" responses. Ninety percent of the respondents to question 38 stated that their schools provide instructional resources, while 83 percent of the respondents to question 37

TABLE IX

COUNTY-WIDE RESPONSE SUMMARY TO DISTRICT
CAREER EDUCATION COMMITMENT

Areas of Career Education Commitment	N-YES	N-NO	N-Unknown	% YES	% NO	% Unknown
Has your school committed itself to a career education program?	59	18	1	76	23	1
Have goals and career objectives been established for students?	48	22	8	62	28	10
Does your school have an organized-manageable career education program?	54	20	4	69	26	5
Has your school committed a budget for career education?	38	33	7	49	42	9
Has your school developed a staff for career education?	50	27	1	64	35	1
Has your school sought parent support for the program?	47	24	7	60	31	9
Has your school sought community support for the program?	52	20	6	67	26	7
Does your school provide instructional services for career education?	64	12	2	83	15	2
Does your school provide instructional resources for career education?	70	6	2	90	8	2
Does your school provide for and encourage student self-assessment?	52	16	10	67	21	12

stated that their schools provide instructional services. Seventy-six percent of the respondents to question 30 stated that their schools are committed to a career education program. Sixty-nine percent of the respondents to question 32 stated that their schools have an organized and manageable career education program. Sixty-seven percent of the respondents to questions 36 and 39 state that their schools have sought community support for the program, and that their schools encourage student self-assessment. Sixty-four percent of the respondents to question 34 state that their schools have developed a staff for career education, while 62 percent relate that their schools have established goals and career objectives for the students. Sixty percent of the respondents to question 35 state that their schools have sought parent support for the program. Forty-nine percent of the respondents to question 33 agree that their schools have committed a budget for career education.

Table X presents the data pertaining to career education commitment. The subject of the question is furnished, followed by the percentage of "yes" responses for each district for each question. This is followed by the percentage of "yes" responses within the county and its rank.

The responses to questions concerning career education commitment were ranked in Table X according to their average percentage response within Tulsa County. Ninety percent of the respondents stated that their schools provide instructional resources in career education which resulted in a rank of number one. Forty-nine percent of the respondents stated that their schools have committed a budget for career education, thereby giving it a rank of number ten.

TABLE X

PERCENTAGE OF YES RESPONSES BY DISTRICT, COUNTY MEAN RESPONSE, AND RANK OF COUNTY RESPONSES FOR PROGRAM COMMITMENT IN CAREER EDUCATION IN TULSA COUNTY

Areas of Career Education Commitment	#1 Tulsa	#2 Sand Springs	#3 Broken Arrow	#4 Bixby	#5 Jenks	#6 Collinsville	#7 Skiatook	#8 Sperry	#9 Union	#10 Berryhill	#11 Owasso	#13 Glenpool	#14 Liberty	County-wide Group Mean	Rank
Program Commitment	50	50	100	75	100	100	100	100	81	66	80	0	100	76	3
Program Objectives	50	50	100	75	54	75	100	100	63	0	60	0	100	62	8
Program Organization	65	33	100	50	91	50	100	50	72	66	60	0	100	69	4
Program Budget	25	16	80	0	81	75	100	0	72	33	20	0	100	49	10
Program Staff	40	16	80	25	91	75	100	50	81	100	80	0	100	64	7
Parent Support	40	33	100	50	72	75	100	0	91	66	20	0	100	60	9
Community Support	50	50	100	50	81	75	100	50	91	33	40	0	100	67	5.5
Instructional Services	70	83	80	75	91	100	100	50	81	100	80	100	100	83	2
Instructional Resources	90	83	80	75	100	75	100	50	100	100	80	100	100	90	1
Self-Assess-ment	65	50	80	75	54	75	100	100	63	33	80	100	100	67	5.5

TABLE XI

INDIVIDUAL DISTRICT MEAN AND MEAN RANK
FOR CAREER EDUCATION COMMITMENT

	Percentage of Yes Responses	Percentage Rank
#1 Tulsa	54.50	11
#2 Sand Springs	46.4	12
#3 Broken Arrow	90.0	3
#4 Bixby	55.0	9.5
#5 Jenks	81.5	4
#6 Collinsville	77.5	6
#7 Skiatook	100	1.5
#8 Sperry	55.0	9.5
#9 Union	74.5	5
#10 Berryhill	59.7	8
#11 Owasso*	60.0	7
#13 Glenpool	30.0	13
#14 Liberty	100	1.5
County-Wide Group Mean	68.7	--

*No District Number 12

The average percentage response for the 13 individual districts were computed for all 10 questions concerning career education commitment as shown in Table XI. The district average responses ranged from a high of 100 percent "yes" responses for districts seven and 14 to a low of 30 percent for district 13. The overall average percentage response for the county-wide program was 68.7 percent indicating that more than two-thirds of the recommended commitments to career education are being met by the districts in Tulsa County.

Summary Comparisons of Student Behavioral Changes and Career Education Commitment

Chi-square was the statistics chosen to compare student behavioral changes which may be attributed to career education, to the amount of commitment to the program demonstrated by the 13 districts. The Chi-square value for each area of district commitment as compared to each area of student behavioral change is presented in Table XII. The data are presented as follows: the question concerning district commitment is furnished, followed by the chi-square value between the district commitment questions and each of the student behavioral change questions.

Question 30, pertaining to a school's commitment to a career education program, was found to be statistically significant at the $p<.01$ level when when compared to observed student behavioral changes in career planning, decision-making, attitudes, career success, job acquisition, job retention, human relationships, self-evaluation, responsibilities, economic factors, basic subjects, and career preparation. It was not significant at the $p<.01$ level for student behavioral changes in career information usage.

TABLE XII

SUMMARY OF CHI SQUARE RELATIONSHIPS BETWEEN THE 10 COMMITMENT VARIABLES AND THE 13 STUDENT BEHAVIORAL CHANGE VARIABLES

District Commitment	Career Planning	Decision-making	Information Usage	Attitudes	Career Success	Job Acquisition	Job Retention	Human Relationships	Self-Evaluation	Responsibilities	Economic Factors	Basic Subjects	Career Preparation
Has your school committed itself to a CE program?	11.33*	11.33*	8.64	12.7*	10.8*	29.86*	36.56*	17.63*	21.46*	14.40*	15.13*	11.20*	11.80*
Have goals and career objectives been establsihed for students?	6.84	6.84	14.82*	6.14	4.72	12.3*	17.26*	13.2*	9.52*	7.52	9.38*	8.06	4.14
Does your school have an organized-manageable CE program?	7.56	7.56	10.7*	8.08	5.88	20.76*	26.82*	14.06*	14.8*	9.7*	11.14*	8.0	6.76
Has your school committed a budget for CE?	18.74*	18.74*	29.4*	17.1*	15.32*	15.54*	19.66*	27.36*	18.76*	19.12*	22.86*	20.8*	14.06*
Has your school developed a staff for CE?	17.90*	17.90*	20.52*	18.32*	15.38*	27.98*	6.92	26.30*	25.06*	20.48*	22.62*	18.56*	16.12*
Has your school sought parent support for the CE program?	8.82	8.82	16.58*	8.18	6.48	13.84*	18.86*	15.8*	11.83*	9.74*	12.26*	10.1*	4.16
Has your school sought community support for the CE program?	5.94	5.94	11.20*	5.84	4.2	16.36*	22.0*	12.12*	11.28*	7.44	9.12	26.34*	3.12

TABLE XII (Continued)

District Commitment	Career Planning	Decision-making	Information Usage	Attitudes	Career Success	Job Acquisition	Job Retention	Human Relationships	Self-Evaluation	Responsibilities	Economic Factors	Basic Subjects	Career Preparation
Does your school provide instructional services in CE?	6.93	6.93	4.28	8.92	6.78	30.94*	37.98*	10.22*	6.07	10.1*	9.64*	6.24	9.09
Does your school provide instructional resources in CE?	8.12	8.12	1.39	10.86*	9.2	39.02*	46.5*	8.91	12.52*	11.4*	9.25*	6.24	12.4*
Does your school provide for and encourage student self-assessment?	2.32	2.32	9.54*	1.85	1.11	10.87*	16.01*	2.88	5.18	2.7	4.23	3.23	8.58

*Significant at the .01 level

Question 31, pertaining to the establishment of goals and objectives for students, was found to be statistically significant at the $p<.01$ level when compared to student behavioral changes in information usage, job acquisition, job retention, human relationships, self-evaluation, and economic factors. It was not significant at the $p<.01$ level, for career planning, decision-making, attitudes, career success, responsibilities, basic subjects, or career preparation.

Question 32, relating to the establishment of an organized manageable career education program, was found to be statistically significant at the $p<.01$ level when compared to student behavioral changes in information usage, job acquisition, job retention, human relationships, self-evaluation, responsibilities, and economic factors. It was not significant at the $p<.01$ level for career planning, decision-making, attitudes, career success, basic subjects, or career preparation.

Question 33, pertaining to the establishment of a budget for career education was found to be statistically significant at the $p<.01$ level when compared to student behavioral changes in all areas.

Question 34, relating to development of a staff for career education, was found to be statistically significant at the $p<.01$ level when compared to student behavioral changes in career planning, decision-making, information usage, attitudes, career success, job acquisition, human relationshps, self-evaluation, responsibilities, economic factors, basic subjects, and career preparation. It was not significant at the $p<.01$ level for job retention.

Question 35, concerning parent support for the programs, was found to be statistically significant at the $p<.01$ level when compared to student behavioral changes in information usage, attitudes, career

success, job acquisition, job retention, human relationships, self-evaluation, responsibilities, economic factors, and basic subjects. It was not significant at the $p<.01$ level for career planning, decision-making, and career preparation.

Question 36, regarding community support for the program, was found to be statistically significant at the $p<.01$ level when compared to student behavioral changes in information usage, job acquisition, job retention, human relationships, self-evaluation, and basic subjects. It was not significant at the $p<.01$ level for career planning, decision-making, attitudes, career success, responsibilities, economic factors or career preparation.

Question 37, pertaining to the provision of instructional services, was found to be statistically significant a the $p<.01$ level when compared to student behavioral changes in job acquisition, job retention, human relationships, responsibilities, and economic factors. It was not significant at the $p<.01$ level for career planning, decision-making, information usage, attitudes, career success, basic subjects, or career preparation.

Question 38, relating to the provision of instructional resources, was found to be statistically significant at the $p<.01$ level when compared to attitudes, job acquisition, job retention, self-evaluation, responsibilities, economic factors, and career preparation. It was not significant at the $p<.01$ level for career planning, decision-making, information usage, career success, human relationships, and basic subjects.

Question 39, pertaining to the school providing for and encouraging student self-assessment, was found to be statistically significant at

the $p<.01$ level when compared to information usage, job acquisition, and job retention. It was not significant at the $p<.01$ level for career planning, decision-making, attitudes, career success, human relationships, self-evaluation, responsibilities, economic factors, basic subjects, and career preparation.

Career Education Effectiveness

The data for career education effectiveness, questions eight, nine, and 10 were gathered by use of a Likert-type scale. In each of the three questions, a grid was provided to elicit responses. Variables on the grid included the numbers one through five, with a minimum to maximum indicated. Educators were asked to respond by circling the appropriate number.

In Table XIII, the data are presented as follows: column one gives the question. In column two, the grid is presented with the actual response numbers. Column three gives the mean response and column four presents the percentage of positive responses utilizing responses three, four, and five from the grid.

Ninety-one percent of the respondents to question eight agree that the Tulsa County Career Education Program was a positive force in their own programs. The mean response was 4.0.

Eight-four percent of the respondents to question nine state that the teachers in their schools understand the concept of career education. The mean response was 3.5.

Eighty-two percent of the respondents to question 10 emphasize that the program in their institution is effective. The mean response was 3.37.

TABLE XIII

COUNTY-WIDE RESPONSE SUMMARY TO CAREER EDUCATION EFFECTIVENESS

Areas of Career Education Effectiveness	Number of Responses Min----------Max 1	2	3	4	5	Total Responses	Positive Response	Mean
How much help has your school received from the Tulsa County CE program?	3	4	13	28	30	78	91%	4.0
Do you feel that the teachers in your school understand the concept of career education?	2	10	23	29	14	78	84.6%	3.5
How effective do you feel the CE program is in your school?	2	12	28	27	9	78	82%	3.37

Major Career Education Problems

The respondents to question 40 were asked to list any major problems which they have encountered in career education, and to propose solutions if possible. Career education problems were included on 47 of the 78 returned questionnaires. Table XIV presents the data concerning the listed career education problems and recommended solutions.

To facilitate the orderly presentation of the data concerning career education problems, Table XIV is organized in the following pattern: the problems are listed in rank order according to the number of times mentioned on returned questionnaires, followed by the recommended solutions. Forty-seven of the returned questionnaires listed problems, while only 13 questionnaires recommended solutions. The recommended solutions included in Table XIV are those of the researcher. The responses received from question 40 on the questionnaire are presented, as reported, in Appendix D.

TABLE XIV

CAREER EDUCATION PROBLEMS AND
RECOMMENDED SOLUTIONS

Problem in Rank Order	Recommended Solution by Researcher	No. of Times Ment.
1. Not enough money for career education, including money for supplies, incentive pay, transportation, and staff.	Establishment of career education budget	26
2. Lack of interest or apathy or outright antagonism on the part of the teachers.	Authority action from above	17
3. Increase in career education staff.	District decision	14
4. No class in career education.	District decision	12
5. No in-service training in career education.	District decision	12
6. Need for a central media center to distribute CE materials.	District decision	10
7. No career center.	Principal's decision	10
8. Uncoordinated program K-12.	District decision-A district director for CE be appointed	9
9. CE Director has too many other jobs to do.	District decision	9
10. CE Coordinator is not given enough time for the job.	Principal's decision	5
11. Unavailability of transportation for field trips.	District decision	4
12. Job placement for students is needed.	District decision	2
13. New people are needed to enhance the program county-wide.		1
14. More CE materials are needed for the average and below average students.	District decision	1
15. Guest speakers should be scheduled as needed by teacher involved instead of CE Coord.	District decision	1
16. Secretary help is needed.	Principal's decision	1

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The purpose of the study was to provide an analysis of career education activities within Tulsa County. Specifically, the study was designed to accomplish the following objectives:

1. To evaluate the overall effectiveness of career education activities within the school districts of Tulsa County, as compared to the goals established by the State Plan for Career Education.

2. To identify each school district within Tulsa County and the career education activities which exist within each.

3. To identify some of the major problems which have inhibited career education program efforts within the Tulsa County districts, and the implications they project toward the establishment of similar coordinated programs in other Oklahoma counties.

A mailed questionnaire was developed to gather the information needed to complete the study. Respondents used for this study included administrators and teachers from each district within Tulsa County selected from a list provided by the Tulsa County Career Education Project Office. The questionnaire, containing 40 items, were mailed to the selected individuals. An 82 percent return of the questionnaires were considered for analysis in the study.

The data were analyzed by utilizing descriptive and chi-square statistics.

Findings

Descriptive statistics were used to compare the items within each section of the questionnaire. Percentage means were ranked from highest to lowest. The effectiveness portion of the questionnaire utilized a Likert-type scale.

The following findings resulted from the study concerning career education activities:

1. The career education element receiving the greatest amount of usage in the Tulsa County districts was utilization of media for the purpose of career education.

2. The career education element receiving the least amount of usage in the Tulsa County districts was secretarial help for the program.

3. Twelve of the 13 school districts utilized career education coordinators within their schools.

4. Twelve of the 13 districts scheduled either a career day or a career week during their school year.

5. Twelve of the 13 districts offer in-service training in career education.

6. Ten of the 13 districts offer career education as a classroom subject.

7. Twelve of the 13 districts schedule field trips for the purpose of career education.

8. All 13 districts stated that career education is an integral part of the subject areas in their schools, that they have career

centers for the students, that their staff is encouraged to take workshops or university courses for credit, that guest speakers are utilized for career education, that printed materials are furnished for career education, and that adequate time is provided for career education.

The following findings resulted from the study concerning student behavioral changes which could possibly be attributed to career education:

1. The greatest amount of student behavioral change was noted in use of career education information.

2. The least amount of student behavioral change was noted in student job retention.

3. The greatest amount of student behavioral change was reported by district number 14.

4. The least amount of student behavioral change was noted by district number two.

The following findings resulted from the study concerning career education commitment by the districts within Tulsa County:

1. The greatest amount of district commitment to career education was the providing of instructional resources.

2. The least amount of career education commitment was the commitment of a budget for career education.

3. Districts number 7 and 14 demonstrate the greatest amount of commitment to career education.

4. The least amount of commitment to career education was district number 13.

The following findings resulted from the study concerning comparisons of student behavioral changes and district commitment to

career education:

1. District commitment to a career education program was found to be statistically significant at the $p<.01$ level when compared to career planning, decision-making, attitudes, career success, job acquisition, job retention, human relationships, self-evaluation, responsibilities, economic factors, basic subjects, and career planning.

2. District establishment of goals and career objectives were found to be statistically significant at the $p<.01$ level when compared to information usage, job acquisition, job retention, human relationships, self-evaluation, and economic factors.

3. Organized-manageable career education programs were found to be statistically significant at the $p<.01$ level when compared to information usage, job acquisition, job retention, human relationships, self-evaluation, responsibilities, and economic factors.

4. The commitment of the budget for career education was found to be statistically significant at the $p<.01$ level when compared to every item of student behavioral change.

5. The development of a staff for career eduation was found to be statistically significant at the $p<.01$ level when compared to career planning, decision-making, information usage, attitudes, career success, job acquisition, human relationships, self-evaluation, responsibilities, economic factors, basic subjects, and career preparation.

6. Parent support for the program was found to be statistically significant at the $p<.01$ level when compared to information usage, job acquisition, job retention, human relationships, self-evaluation, responsibilities, economic factors, and basic subjects.

7. Community support for the program was found to be statistically

significant at the $p < .01$ level when compared to information usage, job acquisition, job retention, human relationships, self-evaluation, and basic subjects.

8. Providing instructional services for career education was found to be statistically significant at the $p < .01$ level when compared to job acquisition, job retention, human relationships, responsibilities, and economic factors.

9. Providing instructional resources for career education was found to be statistically significant at the $p < .01$ level when compared to attitudes, job acquisition, job retention, self-evaluation, responsibilities, economic factors, and career preparation.

10. Providing for and encouraging student self-assessment was found to be statistically significant at the $p < .01$ level when compared to information usage, job acquisition, and job retention.

The following findings resulted from the study concerning career education effectiveness:

1. Ninety-one percent of the respondents stated that the Tulsa County Career Education Program has been beneficial to their program. The mean score was 4.0.

2. Eighty-four point four percent of the respondents stated that the teachers in their schools understand the concept of career education. The mean answer was 3.5.

3. Eight-two percent of the respondents stated that career education is an effective program in their schools. The mean answer was 3.37.

The following findings resulted from the study concerning major career education problems:

1. The major problem mentioned most often was the need for more money for the program.

2. The major problem mentioned least often was the need for secretarial help for the program.

Conclusions

Tulsa County teachers and administrators agreed that the 13 common elements of career education are an integral part of their school district's curriculum. The mean percentage for the 13 activity elements was 71 percent indicating excellent coverage of the activities within the county.

The primary goals for career education listed in the State Plan for Career Education (1977) were assessed by perceived changes in behavior which could be attributed to career education. Tulsa County administrators and teachers agree that changes in behavior can be seen as a result of the program. The mean percentage for the 13 student behavioral change items was 68 percent. The only items falling below 50 percent were student job acquisition and student job retention. These were, however, difficult to assess as some of the respondents were assigned to the elementary level in their district.

Tulsa County administrators and teachers viewed district support for the career education program positively. Of the ten items which the State Plan for Career Education (1977) required of the districts, all received positive responses except for budget commitment to the career education program. The mean percentage was 68.7 percent which indicates that respondents viewed that the districts have adequately committed themselves to the program.

Comparing the commitment by the districts to the amount of student behavioral change perceived by the respondents indicated that each item of commitment was statistically significant at the $p<.01$ level to several items of student behavioral change. The only commitment item which was statistically significant at the $p<.01$ level to every item of student behavioral change was the commitment of a budget for career education. Tulsa County administrators and teachers agreed that there is a relationship between the amount of district commitment to the program and the amount of student behavioral change they perceive.

Tulsa County administrators and teachers agreed that the career education program in the county was effective, that they have received positive help for their programs from the tulsa County Career Education Program Office, and that most of the teachers in their schools understand the concept of career education.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are made for further investigation:

1. Since respondents used in this study are active in career education it is recommended that further research include the school personnel who are not directly involved in the program.

2. Further studies of this program should be directed specifically at each of the following levels: elementary, junior high/middle school or the high school level.

3. Other surveys might be made of the students involved in the career education program rather than the school staff.

4. It would be worthwhile to investigate the relevance of specific content of the various classroom courses in career education offered by the separate districts.

5. Follow-up studies of the high school graduates and their opinions as to their appropriate and adequate preparation for the world of work.

In a sense a study such as the present one only serves to stimulate the curiosity of the researcher. While it is believed that the important information and insights relating to career education in Tulsa County have been collected and revealed, much further study is merited.

The results of this study suggest a high degree of program success within Tulsa County. This example of inter-district educational cooperation has achieved its purpose. Other Oklahoma counties would do well to study this cooperative effort of Tulsa County prior to attempting a similar endeavor.

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APPENDIX A

CAREER EDUCATION QUESTIONNAIRE

CAREER EDUCATION QUESTIONNAIRE

1. Do you feel that career education is an integral part of the curriculum in most subject areas in the schools in your district? Yes___ No___

2. Are career education coordinators assigned to each school? Yes___ No___

3. Do your district schools have a career day? ____or career week ___

4. Do your district schools have career centers? Yes___ No___

5. Does your district offer in-service training in career education? Yes___ No___

6. Are district personnel encouraged to attend workshops or courses in career education offered by the universities for credit? Yes___ No___

7. Is career education taught in any district schools as a classroom subject? Yes___ No___; If yes, for what grade(s) _____; Length of time? _____.

In the following section, circle the number, five (5) being maximum.

8. How much help has your district received from the Tulsa County Career Education Program headed by Mr. Herman Grizzle? 1 2 3 4 5

9. Do you feel that the teachers in your district understand the concept of career education? 1 2 3 4 5

10. How effective do you feel the career education program is in your district? 1 2 3 4 5

In the following section place an X in the appropriate column.

	Yes	No	Unknown
11. Does your district schools schedule field trips for career education?			
12. Does your district utilize guest speakers for career education?			
13. Does your district utilize films and other media for career education?			
14. Does your district schools supply secretarial help for career education?			

	Yes	No	Unknown
33. Has your district developed a staff for career education?			
34. Has your district committed a budget for career education?			
35. Has your district sought parent support for the program?			
36. Has your district sought community support for the program?			
37. Does your district provide instructional services in career education?			
38. Does your district provide instructional resources for career education?			
39. Does your district provide for and encourage student self-assessment?			

40. In the space below, please list the major problems you have encountered with the career education program in your district. Please make recommendations for solutions to these problems if possible. If more space is needed, please use the back of this page.

	Yes	No	Unknown
15. Does your district furnish printed materials for career education?			
16. Do your district schools allow adequate time for career education?			

In the following section, place an X in the appropriate column to indicate changes in student behavior that possibly could be attributed to career education activities in your school.

17. Student career planning				
18. Student decision making				
19. Career information usage by students				
20. Student attitudes				
21. Student appreciation for career success				
22. Student job acquisition				
23. Student job retention				
24. Student understanding of how human relationships relate to careers				
25. Student self-investigation and evaluation for career success				
26. Student understanding of personal, work, and societal responsibilities				
27. Student understanding of economic factors influencing career opportunity				
28. Student understanding of the relationship of the basic subjects to careers				
29. Student preparation for careers				

In the following section, place an X in the appropriate column to indicate commitment by tour district.

30. Has your school district committed itself to a career education program?				
31. Have goals and career objectives been established?				
32. Does your district have an organized-manageable career education program?				

APPENDIX B

CAREER EDUCATION QUESTIONNAIRE

CAREER EDUCATION QUESTIONNAIRE

1. Do you feel that career education is an integral part of the curriculum in most subject areas in your school? Yes___ No___

2. Is there a career education coordinator assigned to your school? Yes___ No___

3. Does your school have a career day? Yes___ No___ Or career week? Yes___ No___

4. Does your school have a career center? Yes___ No___

5. Does your school offer in-service training in career education? Yes___ No___

6. Are school personnel encouraged to attend workshops or courses in career education offered by the universities for credit? Yes___ No___

7. Is career education taught in your school as a classroom subject? Yes___ No___ If yes, for what grade(s) _____, Length of time _____.

8. How much help has your school received from the Tulsa County Career Education Program headed by Mr. Herman Grizzle? 1 2 3 4 5

9. Do you feel that the teachers in your school understand the concept of career education? 1 2 3 4 5

10. How effective do you feel the career education program is in your school? 1 2 3 4 5

In the following section, place an X in the appropriate column.

	Yes	No	Unknown
11. Does your school schedule field trips for career education?			
12. Does your school utilize guest speakers for career education.			
13. Does your school utilize films and other media for career education?			
14. Does your school supply secretarial help for career education?			
15. Does your school furnish printed materials for career education?			
16. Does your school allow adequate time for career education?			

In the following section, place an X in the appropriate column to indicate changes in student behavior that possibly could be attributed to career education activities in your school.

	Yes	No	Unknown
17. Student career planning			
18. Student decision making			
19. Career information usage by students			
20. Student attitudes			
21. Student appreciation for career success			
22. Student job acquisition			
23. Student job retention			
24. Student understanding of how human relationships relate to careers			
25. Student self-investigation and evaluation for career success			
26. Student understanding of personal, work, and societal responsibilities			
27. Student understanding of economic factors influencing career opportunity			
28. Student understanding of the relationship of the basic subjects of careers			
29. Student preparation for careers			

In the following section, place an X in the appropriate column to indicate commitment by your school.

30. Has your school committed itself to a career education program?			
31. Have goals and career objectives been established for students?			
32. Does your school have an organized manageable career education program?			
33. Has your school committed a budget for career education?			
34. Has your school developed a staff for career education.			

	Yes	No	Unknown
35. Has your school sought community support for the program?			
36. Has your school sought parent support for the program?			
37. Does your school provide instructional services in career education?			
38. Does your school provide instructional resources for career education?			
39. Does your school provide for and encourage student self-assessment?			

40. In the space below, please list the major problems you have encountered with the career education program in your school. Please make recommendations for solutions to these problems if possible. If more space is needed, please use the back of this page.

APPENDIX C

COVER LETTER

5649 South 84th East Avenue
Tulsa, OK 74145
October 10, 1980

Dear Tulsa County Educator:

The purpose of this letter is to ask you to participate in a study to evaluate career education activities within Tulsa County. This project is being undertaken to help the researcher complete the requirements for the degree of Doctor of Education at Oklahoma State University.

Your participation will involve filling out this single questionnaire. All responses will be kept anonymous. No reference will be made to an individual.

Please complete the questionnaire and return it in the attached self-addressed envelope as soon as possible.

Thank you for your participation in this study.

Sincerely,

Gerald K. Powell
Researcher

GKP/kp
Enclosure

APPENDIX D

RESPONSES TO QUESTION 40 "CAREER EDUCATION PROBLEMS AND RECOMMENDED SOLUTIONS"

1. Integrating career education into the regular curriculum

2. Our district has encountered the lack of enough funds available to make or take as many field trips as I deem necessary.

3. Materials in resource center are too limited.

4. Teachers need to be trained in ability to fuse and gear all learning as career education oriented.

5. Problem: Teachers do not have planning time to plan CE and do not want to take classes to integrate the subject.
   Solution: Allow planning time for CE.

6. Problem: The biggest stumbling block to a successful career education program at our school seems to be attitude. In some respects, this problem can be attributed to one individual at the county level. Instead of making more materials and programs available to the staff, he insists that you get excited about career education. He is domineering about the program, not allowing anyone to contribute except himself.
   Solution: New people at the county level to enhance the program

7. Since we have career education taught in the classroom, most other teachers exclude the subject from their classes.

8. Career education is understaffed.

9. Lack of, finances; release time for in-service; Organization throughout system; media center for distribution of CE materials.

10. Distributing the responsibility for career education among all the teachers. Most will not take time for the subject.

11. Understaffed in our system.

12. Actual in-service use by teachers so that staff of each department knows what is being done.

13. On the Junior High level, especially in the 7th and 8th grades, we have had difficulty in getting speakers interested in talking to this age group or finding speakers who are interesting to the kids.

14. In-service is a great need; career information files are needed at the high school level; career counseling and job placement should be done; secretary needed to handle paperwork.

15. We need total understanding of career education by most of the teachers; high school teachers are too subject oriented to force enough career education into their curriculum.

16. We need more realistic career information for average and below average students.

17. The time factor in our daily schedule severaly limits our programs.

18. We have problems getting interesting speakers.

19. A career education speakers file would help and could be added too each year. We also need to evaluate the speakers for future references.

20. Inability to integrate career education into curriculum

21. Lack of teacher interest.

22. We need a person who can go into a classroom and teach career education for the teacher who cannot or will not.

23. A coordinator is needed full time. Our CE is sporadic.

24. One individual has been a great help from the county level. He set up our program and has helped maintain it since 1973. The extension courses from OSU have helped also.

25. Transportation for field trips is a great need.

26. Lack of schedule time because of required courses.

27. Teacher apathy or antagonism--I have my thing to do--why should I be bothered about career education?

28. Apathy on the part of the teachers--many teachers are not willing to do anything that they perceive to be extra work.

29. Time and space.

30. Teacher involvement.

31. Junior high students are too immature for career education.

32. Teachers need incentive pay.

33. Some teachers are not willing to use career education materials as a part of their teaching.

34. Since most units on career education come from interested teachers, not all of the staff have a commitment to expose all the kids to it.

35. Our students are under the age of 16 and it is difficult to find appropriate career education materials which they will followup on.

36. Selling teachers on the idea that career education is worthwhile and should be used in their curriculum.

37. Would like to increase staff; increase career units in every subject area; greater funding; 1980 SRA update; updated phamplets for verticle file.

38. We have not encountered any problems. Our program is coordinated by a counselor in every building.

39. Lack of materials which can remain in the building indefinitely. We have to use them when we can get them and they often do not fit at that time.

40. No major problems--or minor for that matter.

41. We need more people for staff development and to make curriculum guides.

42. Our goal is to use career education everyday and do away with career day.

43. Our major problem is lack of supervisory personnel who can organize the program K-12 and supervise distribution of materials.

44. It is possible that an elective class in careers will be made available in the high school. This should be taught by a person with an extensive background in career education.

45. Continuing in-service is necessary for elementary teachers.

46. Money.

47. Larger state grant; funds for personnel; more classroom materials related to subject matter.

2

VITA

Gerald King Powell

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF CAREER EDUCATION ACTIVITIES AS VIEWED BY EDUCATORS IN TULSA COUNTY

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, April 23, 1933, the son of Brewer and Nannie Powell.

Education: Graduated from high school at Tulsa, Oklahoma in 1951; graduated from Belleville Area College in 1969 with an Associate in Applied Science degree; received a Bachelor of Science in Education degree from the University of Tulsa in 1973; received a Master of Education degree from Northeastern Oklahoma State University in 1975; completed the requirements for the Doctor of Education degree at Oklahoma State University in December, 1981.

Professional Experience: Member of United States Air Force Band, 1952-1972; High school teacher, Union High School, Tulsa, Oklahoma, 1973-1981.

Professional Organizations: Member of Oklahoma Career Education Association; member of National Education Association, member of Southeast Tulsa Kiwanis; member of Tulsa Community Band.